

LENS 1 FOCUS QUESTION:

“WHAT CONDITIONS ARE NEEDED FOR YOUNG ADULTS TO PREPARE FOR AND FIND MEANINGFUL EMPLOYMENT OR START A BUSINESS, AND MAKE A COMFORTABLE LIVING?”

Overview of Sessions.

Within this Lens, topics were identified by participants as issues for discussion. Each topic was assigned to a workshop time slot. The following pages contain the discussion notes and recommendations from each session. The notes are for participant reference and their meaning is not always evident to readers who were not present. Thus, the recommendations should be considered the clear statements from participants and notes only used to gain a general understanding of the context of the discussion.

K Through 12 Education and Opportunities (Table A Round 1)

Discussion Notes

- What is Available?
 - Need an inventory of what is available, what is working and what is not.
 - Need to start in early education.
 - Need to have guidance involvement from k-12.
 - High School Education needs to promote local college education, Universities
 - Alternative education opportunities
 - Creating a language to include the need for education.
 - Creating goals at earlier ages.
 - Some out of state colleges offer more financial support to needs
 - Huge Stigma of going to in-state colleges
 - Urge good in-state private colleges to encourage Maine student enrollment
 - Maine has great smaller colleges that offer equiv. education.
 - Need to have information available about what is available in Maine.
- K-12 opportunities and guidance.
 - Goals, out of state
 - Maine high schools need to educate students about value of Maine.
 - Promote the arts.
 - Curriculum for K-8
 - Maine learning results.
 - Vocational Ed needs to be prevalent for high school students
 - Educate guidance counselors to students
 - To offer students value in their choice
 - Guidance counselors have so much going on and are overwhelmed and over worked.
 - Guidance needs to deal with social work and the school should have a career/college prep counselor.
 - Get more industry involved in the school.
 - Students need to be educated on all secondary opportunities by instate and outstate.
 - Those who go out of state and have a desire to come back cannot because of the money/pay job or no job in their career field.
 - College students building relationships with school students –close the gap.
 - Linking students to existing resources and information that help them in pursuing their career goals.

- Placement counselor's are in place at some schools at 4th grade that follow the students. Changing the language of the elementary teacher in the classroom.
- What do students do at career fair? Do they know what the right questions are to ask?
- 7th and up the students are not involved with schools

Recommendations:

- A.1.1. Work study students working in the high school for connection 1 on 1
- A.1.2. College career counselor in addition to guidance counselor.
- A.1.3. Promote/encourage child to find and interest based on opportunities and experiences.

What and Who

- A.1.4. Learning results place-based. (State)
- A.1.5. Business/Sectors mentor local schools to keep students in Maine. (state)
- A.1.6. A course that educates students and parents on college/financial aid (Elementary schools).
- A.1.7. Loans that offer incentives to stay in Maine (loan forgiveness) –(State, govt,)
- A.1.8. Get students connected with what they need to support education – high school and college. Those that need that don't get it at home. (Schools, families)
- A.1.9. Mentoring offered at all grades; Relationships at all levels. (State, Local Regional)
- A.1.10. Provide training for self-employment, starting your own business. (State, local, Regional)
- A.1.11. Get business to offer partnerships to students 6-12 (local)
- A.1.12. State incentives to hire/mentor high school students (state)
- A.1.13. Community Service/Job Shadow be a requirement for graduation. (State, Local)
- A.1.14. Making it a priority to provide information technology in all education curriculum. (State)
- A.1.15. Laptops to 6th grade and up. When you graduate you keep it. (Local, State)
- A.1.16. Local schools need to recruit money and support for local schools. (State)
- A.1.17. Public schools need to rethink days schedules/structure of a school day. Alternative education and credit (State)

Higher Ed and Community and Business (Table B Round 1)

Discussion Notes:

- Career services should serve as a liaisons to assist students to get jobs in Maine
- Maine businesses should recruit from out of state colleges as well
- Institutions should sell their students to businesses
- Educate students on what businesses offer
- Businesses invest in higher ed for their own employees
- May not always be a bad thing for students to go out of state for school – new perspective
- Create “dating service” to match employers with prospective employees
- Connect students with communities through direct service and service-learning
- Creating additional industries for towns in Maine to attract/keep graduates
- Utilize alumni networks (high school and college) to connect employers with prospective employees
- Create a cultural change to value Maine's youth
- Young people need to push boundaries to be a part of areas that are dominated by older people

Problems

- Lack of communication between businesses and colleges and universities
- Businesses not taking advantage of locally educated talent
- Lack of internship opportunities
- Not knowing what opportunities exist
- Out-of-state students don't realize opportunities for them to stay in the state after graduation
- Massachusetts has many more schools/graduates than Maine (Maine businesses look to MA as a large/talented labor pool)
- Many students don't feel connected with the community in which they attend school
- Relations between towns and colleges
- Job fairs at Maine colleges have more out-of-state businesses than in-state businesses
- Maine college towns don't have enough jobs to support graduates each year
- Young people new to a community don't have connections and may not be able to easily become involved in the community

Recommendations (S-State, R-Regional, L-Local)

- B.1.1. Strengthen the career development centers at colleges and universities
- B.1.2. Emphasize mentoring programs and alumni networks to connect schools and business people
- B.1.3. Create online database of employers and students/alumni looking for opportunities in Maine
- B.1.4. Create database of graduating college students, indicating needs/demand/supply of what locations/businesses graduates are looking for
- B.1.5. Database of internship opportunities with Maine businesses (expand Maine State Government Internship program to include private businesses)
- B.1.6. Create paying internships (provide housing) to expand knowledge base of opportunities (S, L, Businesses) www.maineinternships.com
- B.1.7. Have chambers of commerce organize internships
- B.1.8. Promote community involvement of students through direct service and service-learning (L, R, schools)
- B.1.9. Higher ed should teach entrepreneurship, give specific skills, and create culture
- B.1.10. Have business people from the community serve as adjunct faculty to teach entrepreneurship
- B.1.11. Businesses have open houses/job fairs at their place of business to introduce people to the community/culture of the organization

Entrepreneurship (Table C Round 1)

Discussion Notes

- Conditions for entrepreneurship
 - Tax relief
 - Grants
 - Knowledge
 - Human know how
 - Training
- Small business
 - K- grants vs. loans
 - Fairness/transparency
- Culture
 - Entrepreneurship and community
- Information and marketing
 - Lack of info on who is available
 1. Attorneys, accountants, etc
 2. Ideas: websites, incubators i.e. MIT Sloan school services,
 - a. Make SCORE, micro loan, etc more known
 - b. Less duplication of agencies
 - c. More interaction between entrepreneurs: networking
 - d. People who help you navigate government programs
 - e. Integration of Service Corps of Retired Executives with government to help navigate overall opportunities
- Government regulations/ Better climate
- Support Services
- Incentives
- What makes a business successful?
 - Training
 - Insurance (health, workman's comp: make income clearer)
 - Competitive employee packages
 - Lower corporate taxes using a tiered system such that small business pay lower taxes

Recommendations

- C.1.1. State: Information
 - a. Resource "Tour guides" for entrepreneurs (i.e., combining Senior Corps of Retired Executives (SCORE) with government resource experts)
 - b. Stronger online resources with less duplication
 - c. Opportunities facilitating networking among entrepreneurs
- C.1.2. Attract new businesses
 - a. Tax incentives on capital investments
 - b. Lower corporate taxes using a tiered system such that small business pay lower taxes
- C.1.3. Marketing of businesses, culture
 - a. Link best practices
 - b. Promote entrepreneurial culture
 - i. Focus k-12 education to promote life skills conducive to entrepreneurial skills
 - ii. Entrepreneurship can be taught
 - iii. Learning through all types of intelligence

- iv. Internships: increase number and get out of state Mainers to work on summer breaks, etc.
- v. Education of companies as to how to better utilize interns
- vi. Create a community that retains human capital
 - i. Increase local government / entrepreneur relationships
 - ii. Use city planning to support entrepreneurship... allow businesses to drive it.
 - 2. Regional
 - 3. Local

Availability Of Fundamental Jobs (Table D Round 1)

Discussion Notes

Suggestion – develop “mind map”

Availability of fundamental jobs

- Economic
- Education
- What type of jobs are available
- Perceptions and attitudes
- Taxes and state government

What are the issues?

1. What jobs do we have and what do we want?
2. Why is the job sector concentrated the way it is?
3. If you have a degree in a certain area, you want a job but there are not available
4. Availability of market issue?
5. Attitudes and practices (perception and attitudes of hiring someone without “out-of-state” experiences)
6. Barrier of getting jobs
7. Do Maine people know if the jobs are there?
8. What are the opportunities in Maine – students should know what jobs are available in Maine
9. Is there a bias in some of the employers to hire from out-of-state
10. Reactivity issue in community college and Maine state system (relationship building between businesses and schools – create more pathways)
11. What’s in the state?
12. We don’t have a structure for businesses to start up
13. Government needs to reduce tax burden
14. Economic development – Maine has many small businesses and many create positions for themselves (state looks at big potential businesses rather than focusing on the Maine way of building small businesses)
15. Small business have challenges too
16. Make sure schools are providing skills and colleges and universities need – be more proactive and develop programs that are in high need
17. Pay is not as much in Maine

18. Mindset to hire middle age person with lots of experience rather than someone with limited experience and a degree
19. Mindset is that it's good to be away and get experience out-of-state
20. Big fish versus little fish (what type of business should Maine cultivate) We need a balance – the state currently helps small businesses
21. What type of big business do we want to promote? Big businesses have advantages
22. State wants everyone to be innovative and creative but some are just looking for steady job with benefits (encouraging innovation is good but it's not for everyone)
23. Help with immigrants (some assistance being provided in Portland area but what about other parts of the state), have to be a citizen to get a federal job
24. How do we spread out jobs to some more rural parts of the state – regionalization may help with this (particularly state jobs)
25. Quality of life issues for younger population (more to do in Portland area)
26. Towns have to make themselves open to businesses – Lewiston is renovating
27. Promoting people who have been displaced with new skill set
28. We need to change with the times need to move away from manufacturing
29. We need a mix of opportunity and jobs
30. Export (seafood and lumber) we need to think about this to...not just service-based
31. Need to focus on service jobs as well as all other jobs that are not service driven

Recommendations: (state, regional, local)

- D.1.1. Promote business development throughout the state (particularly outside of Portland) - statewide
- D.1.2. Be open-minded to business growth to those who want to invest in our state – statewide
- D.1.3. Bring business leaders together and identify future business needs and opportunities for growth (regional)
- D.1.4. Identify unique needs of region in state to keep a balance (diversity) of different sectors of employment (regional)
- D.1.5. Bolster educational opportunities to meet the needs of our future job market (statewide)
- D.1.6. Be more tax friendly and be creative with incentives (local)
- D.1.7. Promote jobs that are available (statewide)
- D.1.8. Promote Maine's intellectual capital (encourage more partnerships and "build relationships" with businesses and universities) – statewide
- D.1.9. Encourage more-on-the job training (statewide)
- D.1.10. Promote jobs in specific areas (local)
- D.1.11. State and local government should encourage employment of youth
- D.1.12. Rewarding competence of young people with degrees versus someone in state system without degree (campaign) - statewide
- D.1.13. Leverage manufacturing and tourism together (focus on specialty products – made in Maine)
- D.1.14. Promote cultural diversity (statewide)
- D.1.15. Export Portland's cultural diversity to other parts of the state (statewide) – encourage the artists to do this
- D.1.16. Help build trade groups regionally or statewide

Quality of Life & Environment (Table E Round 1)

Discussion Notes:

- We should capitalize on the quality of life, market this
- Different people (north/south) have different views
- Lack of diversity, lack of internationalization
- Quality of job life: telecommuting, casual dress
- Lack of jobs is why left; quality of life is what is drawing back; need to be creative, maybe create own job opportunities
- Bright lights/city life
- Affordability of supporting quality of life- housing, entertainment, traveling
- Creating niche markets
- Aggressively pursuing opportunities for things that are being outsourced to India/China
- Technology may be a good focus, low impact on environment of the state; encouraging people to embrace technology
- Properly manage natural resources, add value to them
- Maine needs housing that is affordable; mandate builders creating homes that have a portion of them earmarked as affordable.

Quality of life to each of us:

- Having adequate living space, tolerable income, good water/air, recreation space
- Family/sense of community, slower pace of life
- Manageability and accessibility to other places
- A certain degree of urban environment, having entertainment opportunities; slower pace of life
- Access to coast/mountains, slower pace, less pressure for work, great place to raise family, safe
- Sense of intimate community, space to be alone, being near family, safety

Recommendations:

- E.1.1 Focus on balance. There are groups who push to one edge or another, but maintaining balance is what makes Maine a great place to live.
- E.1.2. Create “housing that is affordable” not “affordable housing”; when developing (housing or business), focus on increasing foot traffic by having shops within walking distance so people don’t have to drive. For new developments, have developers responsible for also infrastructure (like streets, schools, etc.) that are needed to support the community. Maybe have the state provide a template of guidelines to use for community development
- E.1.3. Let the community tweak to fit the atmosphere they are trying to create. (Look at San Jose, CA as an example to do this for housing; Phoenix for business infrastructure)
- E.1.4. Support development of multi-economies and creative new small business
- E.1.5. Encourage active community involvement, and at an early age
- E.1.6. Newspaper/media spotlight new businesses; support/create awareness to help business get off the ground and develop

High School Transition (Table A Round 2)

Discussion Notes

What does it include? Transition to College, Job, Trade School
Transition from school

Finances:

- Hope to go on;
- Parents said that I would go, from an early age.
- Lack of education on the process of going on; financial aid, steps needed to complete.
- Financial Planning for life, life skills.
- Lack of Education – Parent/Students College Process (finances)
- Finances significant Barrier
- How to create the culture shift – Post Secondary ready for all.
- Financial planning for life – HS Program

Non College Direction:

- Career Exploration (resume, career development, life skills, money management)

College Directed:

- Teaching what is available – at the Tech Schools, Community Colleges, trade Schools, Work Programs.
- Pilot program that targets First Gen College Students and Non directed students.
- Transferable credits;
- Information – Community Colleges, trade School, Work, Programs, Maine Programs.
- Parent awareness needs to start in the elementary school.
- Be aware of the stress placed on students/children—look at it as “There are many possibilities” Your choice is open.
- Encourage business to participate (loan forgiveness, tuition reimbursement)
- Share expertise at career fairs, mentorships.

Both:

- Integration of career planning in to curriculum;
 - Define skills
 - Career Planning
 - Do it early

Recommendations:

- A.2.1. Emphasize all options (Community, JMG, College) Local
- A.2.2. Develop a comprehensive program that prepares student/family for plans (i.e., workshop, curriculum) – Regional/State/Local
 - Partnership with DOL/DOE Career Centers; Career Preparation graduation requirements 2010.
 - Mentorship, college students, businesses
- A.2.3. Align career interests/economic development with ME’s Future. – State
- A.2.4. Partner with college admission directors & officers to educate community.
(Writing articles, PTA, etc.) – Local
- A.2.5. Early discussion and more and more discussion; of what is available. – Local
- A.2.6. Early college – experiences for HS students in Community College. - State/Local

Quality, Accessibility, and Affordability of Higher Education in Maine (Table B Round 2)

Discussion Notes

Problems

- The cost of public higher education is too high (and increasing annually); the cost is much higher than that of public universities in other states.
- The UMaine system is difficult to afford for non-traditional student with outside costs.
- It is often cheaper for some students, after financial aid, to attend private in-state and out-of-state institutions.
- There is a stigma among Maine high school students regarding attending a UMaine school. It is considered by some of the best students as merely a back up school, while attending college out of state is considered a success.
- Students are leaving college with too much debt.
- State funding to schools is not increasing at the same rate as tuition costs.
- Private schools make a more detailed assessment of need than do state schools using only the FAFSA.
- Students feel as though they've been bled dry at the end of four years and aren't inclined to give back to the institution.
- It is not always possible to repay the debts accrued while simultaneously living in Maine.
- Companies only hire graduates from certain schools, there may perhaps be a stigma disadvantaging Maine schools.
- There is many times reverse discrimination toward higher education by Maine companies; they see people educated in the metropolitan areas as disconnected from Maine life.
- Increasing self-sufficiency/efficiency decreases accessibility.

Recommendations

- B.2.1. Provide more scholarships based upon need
- B.2.2. Provide more scholarships based upon merit.
- B.2.3. Develop relationships with alumni, similar to those established by elite private schools, that inspire loyalty and future giving that could fund scholarships.
- B.2.4. Increase the number of "non-traditional" students.
- B.2.5. Students need to understand the financing options they have: outside scholarships and low interest loans.
- B.2.6. There need to be more loan forgiveness programs for people who stay and make their lives in Maine, giving back to the state.
- B.2.7. Provide further education programs for Maine students: more diversity in degree programs and stronger masters and doctorate programs.
- B.2.8. The reputation and pride of UMaine schools needs to be increased; the quality of a school is based upon the quality of its business school, law school, and football team.
- B.2.9. In the case of UMaine, we've got a great engineering program and a National Championship hockey team; it is time to capitalize on those facts and emerge a powerhouse state University, or at least within the New England region.
- B.2.10. Expand and sustain the merit scholarships offered to Maine high school students. (Offer at least one scholarship per school/per graduating class to the highest ranking student willing to attend UMaine.)
- B.2.11. Supplement cuts to the UMaine system by supporting the Community College System at a higher level.

- B.2.12. Make it easier for credits from the Community College system to UMaine flagship schools.
- B.2.13. Distance Education needs to be the responsibility state - it needs to be autonomous in some way
- B.2.14. Move the chancellor's office to a campus.
- B.2.15. Education on how to apply to college and for financial aid needs to be available statewide. (Poland Regional High School made it a graduation requirement to apply to college this last year.)

Linking business and education (Table C Round 2)

Discussion Notes

No background notes were submitted for inclusion in the record.

Recommendations

- C.2.1. Getting students interested in pursuing business opportunities:
 - a. As a reason for going to college
 - b. As a career opportunity in the future
 - c. Better exposure to guidance councilors, and more insight from them
 - d. Targeting appropriate high school students (local/regional)
 - i. Somewhere between honor students and vocational students
 - ii. Have businesses create unpaid internships to replace study halls
 - 1. Teaching "life skills"
 - 2. Also as a source of seasonal employment in summers
 - 3. Mandatory "life experience" in high school
 - 4. Give businesses some assistance in return: (even free workers have costs) →tax credits?
 - 5. Need to market the idea to businesses
- C.2.2. Transition from college to business (state)
 - a. Setting up university programs to employ people in the industries the state is promoting
 - b. Getting groups of small businesses to recruit together at major Maine colleges
 - c. Website for college grads jobs only, also internships for them
 - d. Setting up internships over summers, establish relationships that last after education
 - iii. Employers will create opportunities for those who prove themselves
 - e. Re-look career options, career training, accessing community colleges, business services

Marketing Maine Opportunities (Table D Round 2)

Discussion Notes

Marketing to People/Marketing New Business in Maine: One goal/idea is to draw more business into Maine first; businesses will then market professionals. “If you build it they will come”

BUT another goal/idea is that drawing professionals/bright young people to Maine may also draw business (example—Seattle, where business moved in to take advantage of the creative youth population).

Problems—

1. Difficulty in communication between business and college communities: lack of communication from colleges to local business; lack of cooperation/accommodation to businesses trying to recruit or do presentations at colleges; poor event planning.
2. Lack of Development/Marketing of Existing Specific Industries: Portland has advertising/marketing, financial services, insurance companies.
3. Maine business attendance at job fairs/effort to solicit out of state students.
4. Maine can be boring/depressing with its weather and darkness.
5. We don’t teach our children what is good about Maine—history, “establish a feeling of ownership.”
6. People reach an age in their development and want to go elsewhere; Maine isn’t a place that people from other states want to go to when they get that urge. Isolationist mentality—we need to broaden our global mentality.
7. Use Ireland’s economic boom since the 80’s as a model: eliminate corporate income tax.
8. State impediments to small business: too many small taxes adding up, no particular one is too high, but they have a hard cumulative effect; fees on top of the taxes.

What to Market—

Quality of life: short hours; transportation; access to outdoor recreation in proximity to urban areas; a lot of available land; urban/rural settings; education; good place to raise a family.

Media/Means to Use to Market Maine to People—

1. Listserv networks by profession.
2. Mentor programs by profession: informal/formal partnership programs with K-college; starts with volunteering.
3. Business open house/job fairs: no Maine businesses go out of state to other colleges’ job fairs.
4. Take part of tourism budget and appropriate to business attraction.

Recommendations

- D.2.1. Market outdoor recreation to young people
- D.2.2. Market business opportunities
 - a. Case Studies
 - b. Advertising/Financial Services
- D.2.3. Focused approach
 - c. Market entrepreneurial spirit
 - d. Appeal to small business

- D.2.4. Market youth culture in Maine rather than it being a place to visit.
- D.2.5. Balanced marketing dollars between tourism and business.
- D.2.6. Effort to expand peoples' views beyond their locality—Erode isolationism and “from away” mentality.

Economic Clusters (Table E Round 2)

Discussion Notes

- Developing Diversity Economically
- Lumber issue – sending natural resources out of state to be processed
- Creating clusters that will attract and/or retain young people
- Do we need to define clusters or are they already defined?
- What clusters do we think would best draw and retain people of our age?
 - Research and Development
 - Information Technologies
 - Green technology, sustainable development – areas in which Maine can be competitive
 - Composite Materials
- What can Maine do that can't be done anywhere else in the US? Maine needs to carve out a niche for itself
- Businesses that are struggling receive subsidies; wouldn't those funds be better used to train people for other occupations?
- Entrepreneurship and drawing in existing business are two different approaches to business development.
- Place-based occupations: those that are tied to the location, and won't disappear no matter what happens to the economy (recreation, education, medical, creative small business, trades)
- Some of those still are fragile like recreation (weather)
- Ecotourism is a sector that hasn't been explored fully
- Outsource to Maine instead of outsourcing overseas
- Labs and universities have research clusters within them (UM with marine science, composite, IT)
- Target Technology Center is an example of program that has been successful in encouraging business development and could be replicated
- Business climate needs to be restructured so that the tax burden is not so heavy on existing businesses
- Less material, higher value – make value-added products that are distinctive and will sell for higher prices
- Not all ideas will be successful, but we need to get all of them on the table and see what happens. Encourage people to take risks and start businesses.
- Health care is one of the largest industries in the state and is growing rapidly.
- Regulations make it difficult for some of our existing industries to compete.

Recommendations:

- E.2.1. Creating a regulatory and tax climate in which entrepreneurs can take risk and grow businesses
- E.2.2. Spending money on helping existing businesses evolve (rather than just focusing on starting new businesses and sustaining dying businesses)
- E.2.3. Figure out a way to stay engaged with people who leave the state: bring them back so that we can keep in touch with their ideas and keep them informed and to facilitate moving back (if they want to)
- E.2.4. Draw jobs that provide stable opportunities and offer competitive pay
- E.2.5. People that are migrating to the state can offer new perspective
- E.2.6. Resource pool drawing on people that have moved away (use as contacts for issues and ideas)
- E.2.7. Maine Small Business Administration needs to reach out to immigrant communities
- E.2.8. Draw on immigrant communities to teach about culture

**Quality, Accessibility, and Affordability of Higher Education in Maine
(Table A Round 3)**

Discussion Notes*Defining the Problem...*

- We might have the same majors, but perhaps out-of-state schools have more resources, or at least are perceived as having more resources
- Accessibility to college is hard, especially when families are sending more than 1 kid to school at a time
- Need more options and funding for graduate programs
- Problem with UMS prioritizing access over quality in the past, and now switching → making that transition effectively is key
- Tuition going up
- Too many extra fees in tuition costs
- Defining quality--
 - Is it unknown until you apply yourself to it? Or until you apply yourself in a career situation?
 - Highly qualified teachers
 - Administrative responsiveness,
 - Facilities
 - Better advising
 - Accessible / flexible
 - Diversity of degrees vs. offering at all campuses = a tension
- On-the-job type training

Recommendations

- A.3.1. Creating Solutions
- A.3.2. Highly qualified faculty with terminal degrees and relative experience
- A.3.3. Better advising
- A.3.4. More student involvement and voice in government and decisions
- A.3.5. Distance education and non-traditional learning mechanisms
 - graduate and undergraduate
 - using successful programs in education as a model for other majors to follow to expand access (ex. Nursing program at Ft. Kent to get bachelor's degree)
- A.3.6. People should pay tuition based on their program; or at least a realistic proportioning of tuition
- A.3.7. Changing the perception that Maine Schools are lower quality
- A.3.8. PRACTICAL, REAL-WORLD EDUCATION → but it's not everything. It should be available and accessible. Community colleges can be a huge part of this integration of practical skills.
- A.3.9. Faculty accessibility. Maybe this means more faculty?
- A.3.10. More need-based aid so people can focus on school, rather than working at the same time.
- A.3.11. Community college partnership with businesses is key to success.
- A.3.12. University students can and should start the revolution.
- A.3.13. What is the role of higher education in Maine?
 - More quality graduate programs that are available with specializations
 - To teach applicable skills and practical theories
 - Promoting campus and community involvement

Affordability of Living Maine (Table B Round 3)

Discussion Notes

- 4 of 15 in group live outside of Maine
- Why live outside of Maine? Affordability
 - Including property tax rates
- Is there a misconception of Maine's unaffordability?
- Supply & Demand issues (97% occupancy in Portland)
 - Apartments being turned into condos and losing # of available places
 - "Outsiders" buying oceanfront properties
 - Income growth not matching property Price growth
 - People working from home moving in with "outside" higher salaries
 - Only applies to certain areas of the state...but expanding around Portland to outlying areas which doesn't have sufficient infrastructure to accommodate
 - Smaller towns monitoring number of building permits to limit growth
 - Limited public transporting forcing some to live closer to work

Summary of Problems:

- Lack of supply of housing in Southern Maine
- Lack of public transportation/other trans. Issues
- Migration to areas with affordable housing
 - Then this area has less affordable housing

- Lack of infrastructure (schools, roads, utilities)
- Lack of quality housing
- Coastal and other housing being purchased by out-of-state
 - Driving up property taxes-no longer affordable for those living there
- Salary vs. Cost of Living...myth of Maine being affordable
- Rural Maine not offering local resources
- Difficult on roads supporting urban sprawl
- Property Taxes
- Solutions could compete with the cultural values of why people live in Maine

Recommendations:

- B.3.1. Encourage more home/apartment building (but must be controlled) – Local/Regional
- B.3.2. Enhanced public transportation options (parking lots combined with bus/light rail) – Local
- B.3.3. Infrastructure built up to accommodate – Regional/State
- B.3.4. Revised homestead exemption to increase in proportion to overall property tax – Local State
- B.3.5. Support for individuals who want to build homes – State
- B.3.6. Lower the bar for renter's reimbursement tax benefits (Vermont does this) – State
- B.3.7. Focus on bringing higher paying jobs to state with benefits – Local/Regional/State
- B.3.8. Lower cost of doing business yields higher pay for employees – Local/Regional/State

Example – San Jose (www.sjredevelopment.com) - case study in proactive response to urban sprawl

Taxes & Regulations (Table C Round 3)

Discussion Notes

- Consumption tax as the only tax. No property tax, etc.
- Decreased Government spending. Personnel cuts in government
- Have just one state government house based by population
- Get rid of senate which is duplicitous because it is also based on population
- Force residency requirement for social services
- State should pay property tax on land it owns.
- Reduce workers' compensation benefits to lower cost to businesses.
- Offer more tax incentives to businesses who choose to locate here.
- Expanding forgivable loan programs
- (i.e. college loans) to entrepreneurs
- or exempt in first few years of taxes while starting business
- Review environmental regulations with science and economic viability
- Legislative review of regulations
- Educational spending: Review, consolidation, cut of spending
- Every spending bill its own bill
- Voter approval of tax increases, Bond issues

Recommendations

C.3.1. Tax incentives for business:

- Reduced tax
- Forgivable loans to entrepreneurs
- Allow local sales taxes

C.3.2. Government spending:

- Consolidation, especially school districts
- One state house
- Review/Sunset provisions on regulations
- Each spending bill should be its own bill
- Eliminate insurance regulations/encourage competition

C.3.3. Social Services:

- Residency requirements for social services
- Lower benefit, for less time, for fewer people
- Workers' compensation reform—less expensive for business

Localization of Maine (Table D Round 3)

Discussion Notes

- Closing of mills
 - Shoe
 - Paper
 - Manufacturing
- What is incentive to start food-processing plants?
- We do it in seafood
- Where does our food come from?
- Made in Maine Festival
- Farmers markets
- Get real, get Maine
- Maine reputation for being “pure”
- Need incentive to bring business from out of state, not just in state
- No processing/manufacturing options in Maine
- Retailers (Hannaford, Home Depot) are based out of state
- Cultural acceptance of buying out of state/international products
- Subsidies benefit consumer rather than farmer
- Economy of state will stay strong when outside conditions change if more production is kept in state
- Pine Tree Development Zones

Recommendations

- D.3.1. School lunches come from local farmers – programs with youth visiting local farms
- D.3.2. Maine economic standards (example: 25% of products sold here, made here)
- D.3.3. Provide tax incentives to start manufacturing/processing plants in Maine
- D.3.4. Force any food coming from outside the US to mark the countries they are grown in (don't regulate US growers)
- D.3.5. Use Maine products (lobsters) to trade for other services/products (plane tickets)
- D.3.6. Market products in other states by using Maine towns
- D.3.7. Business to business working together to keep production in Maine
- D.3.8. Show examples of start to finish production of products/food in Maine
- D.3.9. Education (radio, TV, newspaper) on Made in Maine options (Borealis Breads case study)
- D.3.10. Look for products made in Maine
- D.3.11. Focus / Capitalize Maine as a brand for ME products "Made in Maine"
- D.3.12. Putting products out into market with labels of where they come from (put a face on it)
 - Specific town
 - Producer
 - Farmer
 - Fisherman, etc
- D.3.13. Utilize events/festivals to advertise Maine foods/products
- D.3.14. Extend Route 95 all the way to the Canadian border

Job Diversity (Table E Round 3)

Discussion Notes

Potential Industries and Jobs:

- Analytical/ investment banking
 - Impediment: small airport
 - Appeal: small firms appeal to clients
- Arts organizations stagnant and small; leaves Mainers educated in the arts with no career options here
- Trade school fields restructured and transcend stereotypes and pay expectations because the demand will always be there → guidance in high schools needs to address the high potential of trade school education
- Technology students need more job options here → high speed access and cell phone coverage infrastructure necessary to bring these industries in
- Health care companies are large employers
- Large business may be attracted by quality of life but bottom line will never compare to cheaper states
- Demand for health care services growing with aging population
- Rural areas need to evolve business, change business identity
 - Utilize Maine Small Business Org.
 - Recreation Industry development eg. North Woods Nat. Park
 - Impediment: balancing eco-tourism and traditional Maine industries
- Sustainable Tourism
 - Good tourism leads to businesses moving to Maine eg. MBNA
- Need: higher paying jobs generally, appeal to individuals with Higher Ed.

Recommendations:

- E.3.1. Educate for health care providers and create flagship health services
- E.3.2. Expand scientific/ medical community research and design. Companies like Jackson Lab will be attracted by breaks
- E.3.3. Improve transportation/ communication infrastructure
- E.3.4. Educating immigration populations
- E.3.5. Increase awareness of existing programs eg. Internship placement system, NY State offers tax breaks to businesses that mentor/ apprentice with high school students
- E.3.6. Trade schools need to keep updated with industry needs within the State
- E.3.7. Retraining opportunities need to be available
- E.3.8. Educate all students that pursuing certain fields will cost them plausibility of living in Maine
- E.3.9. Encourage Maine businesses to recruit in schools when large urban firms are promising students opportunities upon graduation—Maine business needs to compete with that (Increase availability of entry level jobs analytical jobs)